## Modifications or Adaptations?

"For language to be acquired as a part of the unconscious system of communication, the focus of instruction should be on something other than the language itself and the message (content) should be *comprehensible* and of *interest*."

--Steven Krashen

	Steven Krashen
MODIFICATIONS	
English Proficiency Level	Modifying Lessons/Materials
Level 1 Beginner	<ul> <li>Multi-Sensory Activities</li> <li>Making Connections</li> <li>Activate prior knowledge (ex., raps, and popular songs</li> </ul>
Level 2 Early Intermediate	brainstorm, webbing, KWL)  * Explain with realia, illustrations, maps, and photos  * Do demonstrations and role plays  * Student-Centered Learning  * Use manipulatives  * Allow illustrated answers  Teacher Talk  * Adapt speech  * Use language markers
Level 3 Intermediate	<ul> <li>Provide hands-on experiences</li> <li>Allow exploration</li> <li>Encourage active participation</li> <li>Plan field trips or culminating experiences</li> <li>Comprehension Activities</li> <li>Use jigsaw activities</li> <li>Provide oral and written instructions</li> <li>"Think-alouds"</li> <li>Sensitivity</li> <li>Accept errors</li> <li>Allow use of native language</li> <li>Be aware of cultural differences</li> <li>Cognitive Skills</li> <li>Review key vocabulary</li> <li>Teach and model cognitive strategies</li> <li>Develop problem-solving skills</li> <li>Bilingual Support</li> <li>Allow bilingual dictionaries and translators (CAUTION: Word-forword translations)</li> <li>Use bilingual tutor to pre-teach important concepts</li> </ul>
ADAPTATIONS	
English Proficiency Level	Adapting Lessons/Materials
Level 4 Advanced	<ul> <li>Alternative Text</li> <li>Supplement with simplified text or authentic children's literature</li> <li>Use student-authored text</li> </ul>
Level 5 Advanced Proficient	<ul> <li>Provide bilingual resources</li> <li>Audiovisual</li> <li>Use video and TV clips</li> <li>Turn on closed-captioning on TV</li> </ul>
Auvanceu Froncient	Provide books on tape